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ABSTRACT

This study examined faculty recruitment advertisements placed by educational administration departments during one faculty recruitment cycle. The study reviewed 108 faculty recruitment advertisements placed by educational administration departments in "The Chronicle of Higher Education," using 22 criteria identified by the literature as effective recruitment advertising for the analytic framework. Results indicate that many departments lack competence in managing the recruitment task. The advertisements are critiqued in terms of advertisement management (46 percent advertised in February or later--after the midpoint in faculty recruitment season); headline content (34 advertisements were line advertisements which lacked a headline); applicant information requested (frequently not adequate for verifying and evaluating applicant qualifications); and job-related information (many institutions failed to include organizational information). The paper concludes that many educational administration departments announce faculty vacancies in an amateurish fashion that may not accomplish desired recruitment goals. (Contains 25 references.) (DB)

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Running Head: FACULTY POSITION ADVERTISEMENTS

Faculty Position Advertisements in Educational Administration: Analysis and a Theoretical Framework for Improving Administrative Practice

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Abstract

Higher education is criticized frequently for using poor management practices. Although personnel costs comprise 80% of the typical academic budget, educational administration departments evidence poor management of the faculty recruitment function, thus, reinforcing higher education's negative public image. This study examines faculty recruitment advertisements (N = 108) placed by educational administration departments during a faculty recruitment cycle, using 22 criteria for effective recruitment advertising as the analytic framework. Results indicate many departments lack competence in managing the recruitment task. Implications for higher education credibility, administrative practice and research are discussed.

Faculty Position Advertisements in Educational Administration: Analysis and a Theoretical Framework for Improving Administrative Practice

Higher education faculty and administrators have been criticized for being inefficient, even incompetent, in the area of resource management. During the 1980s, trust in the ability of postsecondary institutions to manage resources responsibly had sunk to such a low level that the result was a virtual "public assault on the steadfastness, even the integrity, of American colleges and universities" (Zemsky & Massy, p. 17). By the 1990s, the budget reductions visited on higher education, especially on public institutions, had begun to bring about a convergence of internal and external scrutiny of higher education management: "The internally generated questions about institutional viability [are] being amplified by an external challenge to the stewardship of the nation's most prestigious institutions" (Zemsky & Massy, 1990, p. 18).

This study focuses on the faculty recruitment aspect of personnel management. This research also highlights the usefulness of contemporary applicant attraction theory (Rynes, 1991) and recruitment-as-job-marketing theory (Winter, 1996) as frameworks for recruiting higher education personnel. Higher education is a labor-intensive enterprise. It is typical for personnel expenses to "consume up to 80% of the education budget" (Waggaman, 1991, p. 3). Accordingly, effective administration of the personnel function has a direct impact on the perceived and actual management of college and university resources. The academic departments that should lead the way in striving for effective management of the personnel function are departments, such as educational administration, that both deliver instruction in art of effective management, and participate in setting professional management standards. There is evidence, however, that many educational administration departments are less than professional in managing human resources. In an extensive review and critique of administrator

preparation programs housed within university educational administration departments, Murphy (1992) questioned the competence of the faculty recruited to teach and perform research within the educational administration discipline. Faculty recruitment was cited as a serious management problem: "In attempting to address the need to develop intradepartmental balance between professor-scholars attuned to the disciplines and professor-practitioners oriented to the field, departments have generally produced the worst of both" (Murphy, 1992, p. 101). The faculty deficiencies described by Murphy (1992) include: (a) poor scholarship; (b) research skills so weak faculty are not competent to supervise doctoral student research; (c) departments staffed with faculty having only weak connections to their practitioner counterparts; (d) departments with too few faculty to provide adequate course coverage; and (e) programs staffed with professors who occupy administrative positions in addition to their faculty positions, resulting in decreased course coverage and program quality.

Given the importance of personnel administration to the management of higher education institutions in general, and to the credibility of educational administration programs in particular, the present study focused on recruitment practices used to fill faculty vacancies. The specific management practice examined was the recruitment advertisement, which is one of the most widespread practices used by educational administration programs to generate applicant pools for faculty vacancies. Selection of this research focus was guided by the proposition that the faculty recruitment practices used within the educational administration discipline contribute to the faculty recruitment problems described by Murphy (1992).

Related Literature

Although excellent studies have been conducted about faculty hiring practices (e.g. Burke, 1988; Caplow & McGee, 1958), research is scant concerning discrete faculty recruitment practices such as formal recruitment advertisements, applicant screening

procedures, and recruitment interviews. There has been no research linking the issue of faculty quality within a specific academic discipline to a particular recruitment practice. The present study began the process of rectifying this research gap by examining how recruitment advertisements are used to fill faculty vacancies within the discipline of educational administration.

Various investigators (Burke, 1988; Kaplowitz, 1986; Perlman & McCann, 1996; Waggaman, 1983) have identified the formal recruitment advertisement as an important and widespread practice for generating applicant pools. To date, however, faculty recruitment advertisements have not been examined with regard to structure, content, or utility for communicating effective recruitment messages to potential job applicants. The present investigation addressed faculty recruitment within the context of five recruitment-related research areas: (a) the historical context of faculty recruitment, (b) job applicant decisions; (c) marketing theory applied to recruitment, (d) print advertisement structure, and (e) faculty recruitment advertising.

Historical Context of Faculty Recruitment

There was a time when faculty recruitment was a highly informal affair conducted without much regard to fairness or technical competence. This circumstance was documented extensively in an investigation about the academic marketplace conducted by Caplow and McGee (1958). Vacant positions were not advertised. Female and minority candidates were not actively sought. Little managerial expertise was applied to the tasks of generating adequate applicant pools, reviewing applicant credentials, and conducting recruitment interviews. In commenting on the Caplow and McGee (1958) findings and on changes that have occurred in faculty recruitment, Dolores Burke observed:

> They [Caplow and McGee] wrote during a period when the demand for college professors had created high mobility among faculty members, when there were

> typically fewer than ten candidates for a faculty position and often only one, when a department chairman could go to a meeting and hire somebody. Today the supply of academic labor is apparently bounteous, there are scores of applicants for a position, and faculty recruitment is affected by organizational constraints of various kinds. (Burke, 1988, p. 2)

Today, the number of qualified candidates, and the geographical dispersion of potential applicants, requires placing recruitment advertisements in media that are national in scope. Civil rights legislation makes it advisable for job opportunities to be announced widely to make availability of vacancies known to individuals with protected class status.

With regard to the task of generating an initial applicant pool, the research conducted by Burke determined that "with few exceptions, [faculty recruitment] begins with advertising" (1988, p. 44). Virtually all investigators, who have addressed faculty recruitment (Burke, 1988; Kaplowitz, 1986; Waggaman, 1983), identify "The Chronicle of Higher Education" as the most effective educational print medium for announcing faculty vacancies. In fact, the vast majority of faculty vacancies in educational administration are advertised in "The Chronicle of Higher Education".

Job Applicant Decisions

Most recruitment research has focused on the decisions made by organizational representatives, such as the decision to advertise the vacancy, the decision to interview an applicant, and the decision to offer the job. This emphasis on decisions made by organizational representatives ignores the fact that there is another set of decisions involving decisions made by job applicants, such as the decision to apply for the job, the decision to accept an interview, and the decision to accept a job offer. Recent recruitment research has begun to rectify the historical lack of attention paid to applicant decisions. Rynes (1991) noted the importance of the application phase of

recruitment: "Application decisions are critical to organizations; if individuals do not apply, there will be little opportunity to influence their choices through recruitment activities" (p. 435). Effective hiring cannot be accomplished unless applicant decisions are affirmative.

Marketing Theory

The importance of recruitment advertising, as the most widespread practice for generating qualified job applicants, has been addressed within the human resources literature (e.g., Rynes, 1991; Schwab, Rynes & Aldag, 1987) and within the higher education literature (Burke, 1988; Kaplowitz, 1986; Perlman & McCann, 1996; Waggaman, 1983). Two recent private sector studies (Maurer, Howe & Lee, 1992; Smither, Reilly, Millsap, Pearlman & Stoffey, 1993) have established an empirically tested framework for addressing applicant decisions from a marketing perspective. Known as recruitment-as-job-marketing theory, this framework specifies that the behaviors of individuals in a job search mode parallel the behaviors of consumers in a product search mode. In both cases an economic exchange takes place between two parties. Recruitment-as-job-marketing theory emphasizes the applicant perspective described earlier and stipulates that job applicants (customers) evaluate alternative job opportunities (products) with discrete specifications (product specifications), and exchange job skills (money equivalent) valued by recruiting organizations (vendors) for jobs (products). The ultimate acceptance of a job offer is the equivalent of a product purchase.

Recruitment-as-job-marketing theory was extended by (Winter, 1996) via the development of a model for recruiting experienced educators. The model was tested empirically both for K-12 faculty recruitment (Winter, 1996) and for community college faculty recruitment (Winter, in press). One of the propositions undergirding this model is that recruitment practices have marketing practice counterparts and findings from

research about marketing practice counterparts can inform recruitment practice design. Within the context of the present study, the marketing practice counterpart for a faculty recruitment advertisement is the print advertisement. Research findings about the effectiveness of print advertisements should, therefore, provide guidance for assessing the effectiveness of the content and management of faculty recruitment advertisements.

Winter (1996) tested the above framework and found that application rates increased among experienced teachers, as applicants, when the content of a faculty advertisement reflected: (a) job attributes attractive to the target applicants ("intrinsic" attributes versus "work context" attributes); (b) a personal rather than impersonal advertisement tone; and (c) an organizational response to applications that involved human contact (phone call) rather than either written material (information packet) or no response at all. It was found that both the description of the job, and the structure of the advertisement, affected the applicant responses to a faculty recruitment advertisement.

A similar study (Winter, in press) was conducted using experienced applicants for a community college business faculty vacancy. Female applicants responded more favorably to advertisements depicting the job with intrinsic job attributes, while male applicants responded more favorably to advertisements describing the job with extrinsic attributes. Both sexes responded more favorably to advertisements describing the college instructional mission as "academic transfer" rather than as "career education" or as "compensatory". The Winter studies (1996, in press) demonstrated the utility of applying marketing theory to faculty recruitment advertising. Further, the use of print advertising principles improved the response rate for recruitment advertisements.

Print Advertisements

Print advertisement research (Caples, 1974; Ogilvy, 1983; Stansfield, 1982) identified a wide range of factors that influence customer response rates. Foremost among these factors is the advertisement headline. Ogilvy (1983) asserts: "On average, five times as many people read the headlines as read the body copy" (p. 71). Ogilvy (1983) relies on recognized sources and methods to test headline impact: "The principal sources of my information are the factor analyses which I commission from Gallop and Robinson, the Starch Readership Service, [and] the results of direct response tests" (p. 70).

Headlines accomplish two primary purposes. First, they help consumers identify the product advertised as relating to them. Second, headlines convey the message that the product offering will satisfy customer needs. The inclusion of need satisfaction content in advertisements is consistent with the basic marketing tenet that all activities of the enterprise should be directed towards satisfying customer needs (Drucker, 1974). The recruitment-as-job-marketing theory discussed earlier stipulates that, in personnel recruitment, customer needs are defined as applicant "job-related needs". Empirical research conducted over a twenty-year period provides convincing evidence that, with respect to job-related needs, "job and organizational characteristics are the dominant factors in applicant attraction" (Rynes, 1991, p. 433). These findings suggest that faculty recruitment advertisements should have a headline that contains information about organizational characteristics (institutional name) and about attributes of the job (position title).

Faculty Recruitment Advertising

Existing higher education research provides information that is consistent with the recruitment research discussed above. In recruiting college and university faculty, it has been recommended (Perlman & McCann, 1996; Waggaman, 1983) that the

recruitment advertisement contain a headline identifying three types of job-related information of primary interest to potential job applicants: (a) the institution name, (b) the name of the department or discipline, and (c) the position title. Higher education researchers (Burke, 1988; Caplow & McGee, 1958; Fulton, 1993) agree that institution name (a proxy for reputation) is the most important influencer of applicant decisions. Specification of the discipline and job title allows applicants to identify the vacancy as meeting job-related needs (Kaplowitz, 1986; Perlman & McCann, 1996; Waggaman, 1983). The copy of a recruitment advertisement should expand on the headline and describe attractive attributes of the job and the hiring organization.

Recommendations made in print advertisement research (Caples, 1974; Ogilvy, 1983; Stansfield, 1982) and faculty recruitment research (Burke, 1988; Caplow & McGee, 1958; Kaplowitz, 1986; Perlman & McCann, 1996; Waggaman, 1983) suggest criteria for constructing effective faculty recruitment advertisements. The criteria selected for analysis, and the procedures used for data analysis in the present study, are described in the following section.

Method

Findings from print advertisement and educational recruitment research indicate that, if a recruitment advertisement is to be effective in generating an adequate pool of qualified applicants, the advertisement should: (a) be placed early enough in the recruitment season to be seen by target applicants before interviews are conducted by competing organizations; (b) be placed in a print medium that is read by potential applicants; (c) display a headline addressing the job-related needs of potential applicants such as the employer name, name of the department or discipline, and the job title; (d) use a box display format with a large, legible print size; (e) be placed at least twice to capture the attention of applicants who miss the first placement; (f) identify a contact person, applicant screening date, and an application deadline; (g)

specify qualifications for the job; and (h) request adequate applicant screening information such as a current vita, evidence of teaching competence, proof of publication activity, evidence of service, academic transcripts, and a minimum of three letters of recommendation.

Sampling Procedure

The print medium used most frequently for announcing faculty vacancies is "The Chronicle of Higher Education" (Burke, 1988; Kaplowitz, 1986; Perlman & McCann, 1996; Waggaman, 1983). The unit of analysis for this study was the recruitment advertisement for a faculty vacancy in educational administration. Recruitment advertisements were identified in weekly editions of "The Chronicle of Higher Education" for the faculty recruiting season prior to the 1995/96 academic year. All recruitment advertisements for the recruiting season were selected for analysis to render a sample (N = 108) that was representative of advertisements placed to fill professorships in the focal discipline (educational administration). Because some advertisements announced more than one vacancy, the advertisements selected for analysis addressed a total of 133 vacancies.

Data Analysis Procedures

Analysis of the data was conducted according to a five-step process. The first step was to review empirical research findings from three areas relevant to the present investigation: (a) human resources management, (b) educational recruitment, and (c) print advertising. The second step was to identify advertisement characteristics that have been shown to increase responses to recruitment (Kaplowitz, 1986; Perlman & McCann, 1996; Waggaman, 1983; Winter, 1996, in press) and print advertisements (Caples, 1974; Ogilvy, 1983; Stansfield, 1982). The third step was to construct a matrix with two axes. Characteristics related to advertisement management (date the advertisement appeared) and advertisement structure (box display) were placed on the

horizontal axis of the matrix. Names of the 108 institutions that placed advertisements for faculty vacancies were placed on the horizontal axis. The fourth step was to review each advertisement and record data to be analyzed in the matrix. The fifth step was to assess the effectiveness of the advertisements for the purposes of faculty recruitment.

Each advertisement was analyzed against 22 characteristics identified in the literature as contributing to effective advertisement design and management. The characteristics analyzed related to four aspects of recruitment advertising: (a) advertisement management, such as whether or not a box display format was used and whether or not the advertisement was placed in a timely manner; (b) information requested from applicants; (c) use and content of the advertisement headline; and (d) nature of the job-related information described. The advertisement characteristics analyzed are shown in Table 1.

Insert Table 1 about here

Results

Study findings indicated a large proportion of the institutions announcing educational administration vacancies failed to construct faculty recruitment advertisements in a professional manner.

Advertisement Management

Of the 108 institutions that advertised positions, 50 institutions (46%) advertised in February or later. This would mean that the other 58 institutions included in the sample had advertised from 30 to 120 days earlier, and were positioned to contact, interview and hire candidates before late advertisers had begun to recruit. Late advertising would be advised only when a department seeks to hire individuals who are ABD (all but dissertation) or will defend their dissertations late in the recruitment

cycle. The high incidence of late advertising in this study was not explained by a desire to hire inexperienced people (ABD candidates and current year graduates). On the contrary, 101 advertisements (94%) specified levels of teaching and research experience that required applicants to have worked as a professor for at least one or two years, even when the specified job title was that of assistant professor.

The recruiting season for the 1995/96 academic year began in the first week of October 1994. November (34 advertisements) was the month with the largest volume of position announcements. Although a large box display format is recommended to ensure readability (Stansfield, 1982; Perlman & McCann, 1996), thirty-four institutions (31%) used a format known as a "line advertisement". From an advertising standpoint, this style of advertisement has four negative properties. First, line advertisements have small print, which reduces visibility and readability. Second, line advertisements have no headline, which is regarded as the most important component of a print advertisement for the purpose of stimulating reader response. Third, "The Chronicle of Higher Education" places line advertisements at the bottom of the page, beneath the larger box display advertisements. This has the effect of reducing reader attention, which is drawn to advertisements with the more attractive and visible box display structure. Fourth, line advertisements are grouped together by specialty (educational administration), which places the advertisement among advertisements placed by other institutions competing for the same applicants.

One might speculate that cost and applicant response rate might be the criteria recruiters considered when placing a line advertisement instead of a box display advertisement. To evaluate the credibility of these criteria, two steps were taken. First, pricing was requested for a box display advertisement and for a line advertisement. Both advertisements were specified as having 250 words. The difference between the cost for the box display format ($704) and the cost for the line format ($413) was $291. If

a department hires a professor who remains at the institution for the better part of a career, the department has made an investment worth more than $1 million. It is not a responsible management act to put an investment of this magnitude at risk for the sake of saving $291. The second step taken was to assess choosing a line advertisement format over a box display format based on the assumption both formats render similar response rates. An analysis of applicant response rates was requested, but none were available. Therefore, it was not possible for format decisions to have been based on empirically tested application rates.

The remaining advertisement management factors analyzed were application deadline, start date for applicant screening, whether or not an applicant contact person was identified, number of times an advertisement was placed, and whether or not an EEO (Equal Employment Opportunity) statement was used. Twenty-nine institutions (27%) did not indicate an application deadline. Twenty-two institutions (20%) failed to indicated a start date for applicant screening. Thirteen advertisements (12%) did not identify an applicant contact person. Only four institutions (4%) placed an advertisement more than once, even though multiple advertisement placements are recommended (Caples, 1974; Ogilvy, 1983; Perlman & McCann, 1996). One hundred and two advertisements (94%) contained an EEO statement, indicating at least one management factor was implemented consistently.

Headline Content

As reported above, 34 advertisements (31%) were line advertisements lacking a headline. The advertisements with a box display format did have a headline, but various headline deficiencies were detected. Despite the fact that advertising researchers (Caples, 1974; Ogilvy, 1983) and educational recruitment authorities (Burke, 1988; Kaplowitz, 1986; Perlman, 1996) recommend including the institutional name, the job title, and the department or discipline in the ad headline, thirty-six

advertisers (33%) omitted the institutional name, ninety-one (84%) omitted the job title, and eighty-three (77%) failed to indicate the department or discipline. These results indicate that, in a many instances, potential applicants might not have been able to identify the vacancy as being relevant to their job-related needs without reading the entire copy of the advertisement. It is reasonable to assume that some applicants might not read an advertisement that cannot be identified readily as being relevant to their needs. To the extent potential applicants do not read an advertisement, the recruitment effort is nullified.

Applicant Information

Study findings revealed discrepancies with respect to the applicant information requested by the hiring department. Frequently, the information requested was not adequate for verifying and evaluating applicant qualifications for the job. Results are as follows: (a) ninety institutions (83%) did not request evidence of teaching competence; (b) sixty-eight (63%) did not request academic transcripts; and seventeen (16%) did not request evidence of publication activity. Although service was specified frequently as a qualification for the job, not one advertisement requested evidence of service performance. All institutions, except one, did request a vita, but 105 advertisers (97%) did not specify vita content. This is unfortunate because a single sentence would have sufficed to specify the information to be included on the vita. It is likely that specifying vita content could have eliminated many of the information gaps detected in this study. The applicant information gap may have been especially wide for the seven institutions (6%) that did not request any applicant information. Finally, a majority of the advertisements contained a request for a formal letter of application and letters of recommendation. One hundred advertisements (93%) contained a request for a formal letter of application and ninety-nine advertisements (92%) contained a request for letters of recommendation.

Job-Related Information

The importance of including job-related information in recruitment advertisements was discussed earlier. Human resources research (Heneman, Heneman & Judge, 1997; Rynes, 1991; Schwab, 1982; Schwab, Rynes & Aldag, 1987) has identified job-related information as the recruitment message content that has the greatest influence on applicant decisions. The two types of job-related information that have the greatest impact on decisions to apply for a job are characteristics of the hiring organization and attributes of the job.

Providing information about the organization is important for two reasons. First, organizational information affects the level of applicant attraction to a recruitment message. Second, information about the organization is a primary means of differentiating the hiring entity from other like organizations recruiting from the same applicant pool. Even the most prestigious colleges and universities do not lack for competition in recruiting the best candidates. Organizational information can be used by the recruiting department to create an initial competitive advantage

Results of the present study indicated most colleges and universities overlooked the opportunity to use organizational information as a tool for increasing application rates or for enhancing the perception of the institution vis-a-vis recruitment competitors. Except for identifying the institutional name, ninety recruiting departments (83%) failed to provide information about the hiring organization. This finding indicates positive characteristics of the organization (physically setting, research support, departmental values, uniqueness of educational mission) were rarely used to support the recruitment effort.

Results were mixed with respect to information provided about the job. In the context of faculty recruitment, the type of appointment (tenure-track) is the job attribute with the greatest impact on job security. One hundred advertisements (93%) indicated

the vacancy was for a tenure-track appointment. Five advertisements (5%) failed to specify the nature of the appointment. Three recruiting departments (3%) offered a term appointment for a single year. The optimal way to identify the type of appointment would be to include it as part of the position title in the advertisement headline. Although thirty-five advertisements (32%) featured the type of appointment in the headline, this information was buried within the advertisement copy in most instances, thus, ignoring the opportunity to use a positive job attribute for maximal recruitment effect.

Required qualifications for the job were addressed by all advertisements analyzed. It is commendable that this information was provided frequently because of its job-related relevance. However, two factors stand out regarding the way job qualifications were addressed. First, for 85 advertisements (79%) job qualifications were the only job characteristics described. This reflects the tendency, on the part of most recruiting departments, to focus on organizational needs and ignore the needs of potential applicants. This approach operates against the core idea of using marketing as a recruitment tool. The use of other job characteristics (extrinsic and intrinsic attributes) is reported below. The second factor concerning the treatment of job qualifications in recruitment advertisements is the virtual universal usage of a "boilerplate" approach to depict qualifications for the job. There was little deviation from mere mention of the standard requirements (teaching, research and publishing, doctoral advisement, internal service, working with practitioners). This homogeneity of recruitment messages implies all jobs and hiring institutions are the same, all applicants have identical abilities and interests, and all institutions have identical recruitment capabilities. Departure from the boilerplate approach was noted in only 26 instances (24%), primarily among public four-year state regional colleges that did not have a realistic chance of recruiting faculty trained at a leading research institution. Search

committees at these schools appeared to recognize their recruitment limitations and emphasized "applied research" and "working with practitioners" as departmental priorities.

The final two advertisement characteristics analyzed were extrinsic and intrinsic attributes of the job. Job attributes, unlike job qualifications, are characteristics of the job that address applicant needs rather than organizational needs. The terms "extrinsic" and "intrinsic" were used as specified by Maslow (1943) for assessing motivation and needs satisfaction, and as operationalized by Winter (1996, p. 110) for the purposes of examining applicant response to faculty recruitment advertisements. Extrinsic faculty job attributes (salary, medical benefits, retirement benefits, tenure) address basic needs and are mediated externally by the organization. Intrinsic faculty job attributes (ability to innovate, autonomy, recognition, advancement) address higher-order needs and are mediated internally by the applicant.

Results regarding one extrinsic job attribute, tenure, were reported earlier when describing how recruiting departments addressed the type of appointment offered. To the extent tenure was both mentioned, and highlighted in the advertisement headline, the attractiveness of the recruitment message was enhanced. Salary was the second most frequently mentioned extrinsic attribute and was addressed in 51 advertisements (47%), usually with the caveat "commensurate with qualifications". Although only six advertisements (6%) stipulated a salary level, caution is understandable with respect to this attribute because applicants might self-select out of the recruitment process based on this especially salient attribute. Caution is less understandable in the case of fringe benefits such as medical, dental, and life insurance coverage. Ninety-two advertisements (85%) failed to provide information about benefits. Given that many hiring departments are in a position to offer a benefits packages that is flexible and

comprehensive, failure to mention this attribute is another lost opportunity for creating an optimally attractive recruitment message.

While extrinsic job attributes were addressed to some extent, intrinsic job attributes were ignored in most cases. Only twelve advertisements (11%) contained mention of intrinsic job attributes (innovation, participation in decision making, relations with students, collaboration with colleagues, accomplishment). Silence regarding intrinsic job attributes is surprising, considering the pronouncements often heard among educational administration faculty with respect to such intrinsic job attributes as innovation, collegiality and collaboration.

Discussion

Investigators specializing in the study of higher education recruitment have noted that many faculty recruitment advertisements "are sterile, uninteresting, or unclear" (Perlman & McCann, p. 127). Unfortunately, this investigation confirmed this characterization. Eighty-four percent of the advertisements analyzed did not have a professionally prepared headline. Many headlines failed to specify one or more of the following: the institution name, the discipline or department name, and the position title. Thirty-one percent of the advertisements did not have the preferred box display format, which resulted in position announcements that were: (a) difficult to identify as relating to the target audience, (b) difficult to locate and read, and (c) lacking in differentiation from competitive advertisements. Forty-six percent of the advertising departments placed their advertisements after the midpoint in the faculty recruitment season, resulting a competitive disadvantage when the recruitment goal is to attract applicants with higher education job experience, as would be the case when the focal vacancy is that of full professor, associate professor, or assistant professor with job experience. These shortcomings have implications for higher education credibility, administrative practice, and future research.

Credibility

Personnel costs make up eighty percent of the typical academic department budget (Waggaman, 1991). In an era when colleges and universities are criticized for poor resource management, academic units have a responsibility to manage human resources efficiently and effectively. Failure to do so puts public and governmental trust in higher education at risk, and reinforces the prevailing image that higher education administrators are poor managers. The credibility factor is especially important for disciplines, such as educational administration, that are involved in teaching administrative functions and setting professional standards.

Results from this study indicate many departments of educational administration do not use state-of-the-art recruitment practices when advertising faculty vacancies. It is not unreasonable to suggest that poor faculty recruitment practices contribute to the personnel deficiencies reported in the educational administration literature such as: under-staffing (McCarthy, Kuh, Newell, & Iacona, 1988); marginal scholarship (McCarthy et al., 1988; Murphy, 1992); and lack of adequate contact with practicing administrators (Willower, 1988).

Practice

Educational administration departments should adopt more contemporary methods of recruitment. This is vital for both internal staffing and instructional purposes (administrative certification programs). The most glaring weakness in current recruitment practice is the failure to incorporate the applicant perspective into the design of recruitment practices such as the faculty recruitment advertisement. The importance of the applicant perspective has been confirmed by a growing body of human resources research (Rynes, 1991) and educational administration research (Winter, 1996). Among practicing professionals in the private sector, where recruitment mistakes have immediate financial and competitive consequences, focusing on the

of both recruiters and job applicants (age, sex, race). Other independent variables of interest include applicant sources (print media, direct mail, networking) and recruitment interview procedures (unstructured interviews, structured interviews, group interviews). Finally, future studies should examine how applicant reactions to recruitment programs vary as the applicant progresses through multiple stages of the recruitment process.

Limitations

The limitations of the present investigation relate to the descriptive nature of the research design employed. The purpose of this study was to describe what departments of educational administration actually do when recruiting new faculty members. Actual applicant behavior was not assessed. Empirical research under actual faculty recruitment conditions is needed before more definitive conclusions can be made about applicant responses to specific recruitment practices.

Conclusion

The formal recruitment advertisement is the most widespread practice used to generate applicant pools. Virtually all educational administration programs offer certification courses in staffing and human resources management. It is fair to ask, therefore, how educational administration programs can expect to be taken seriously if the leaders of these programs fail to staff their own units competently. The present investigation addressed this question by examining how formal recruitment advertisements are used to generate applicant pools for faculty vacancies in educational administration.

The quality of teaching and research depends on the abilities of program faculty. Results from this study indicate many educational administration departments announce faculty vacancies in an amateurish fashion that may not accomplish desired recruitment goals. It is hoped that study findings will assist search committees in

applicant perspective has been embraced as best practice: "Remember that candidates are screening you as much as you are screening them" (Wendover, 1995, p. 58).

Considering the applicant perspective recognizes that recruitment is a two-way decision making process requiring a job marketing as well as an applicant screening orientation. Extant empirical research conducted in the private sector (Maurer et al., 1992; Smither et al., 1993) and in the educational sector (Winter, 1996, in press) has demonstrated the effectiveness of applying marketing techniques to the recruitment function. The design and management of specific recruitment practices (recruitment advertisements) can, indeed, be improved by applying existing knowledge about marketing practice counterparts (print advertisements). In the interest of improving program quality, individuals and committees charged with the responsibility of faculty recruitment are advised to make use of existing recruitment research findings.

Future Research

Existing research about faculty recruitment is limited with respect to both quantity and research methodology. The most comprehensive studies (Caplow & McGee, 1958; Burke, 1988) have used such research methods as personal interviews and content analysis. There is a need for future recruitment research to use experimental designs, and other empirical approaches, to assess applicant behaviors. Recruitment practices warranting empirical investigation include: advertisements, institutional literature, and the personal interview.

Dependent variables of interest should be operationalized to measure applicant decisions critical to success of the faculty recruitment task, such as the decision to apply for the job, the decision to accept an interview and the decision to accept a job offer. Independent variables of interest should be operationalized via the recruitment practice serving as the focus for individual studies (advertisement, interview, site visit, job offer). Future investigations should assess the influence of the personal characteristics

developing more professional recruitment practices. More professional faculty recruitment, in turn, should improve program quality and restore a measure of public confidence in the administrative practices used within the higher education sector.

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Table 1

Criteria for Constructing Faculty Recruitment Advertisements

Ad Management	Ad Headline Content
Box display or line ad	Headline used
Start date for applicant screening	Institution name
Application deadline	Position title
E E O statement	Discipline or department
Date placed	
Number of ad placements	
Applicant contact person	
Specified Applicant Information	**Job-Related Information**
Formal letter of application	Type appointment
Letters of Recommendation (Number)	Required qualifications
Current vita	Organization attributes
Evidence of teaching	Extrinsic job attributes
Evidence of publication	Intrinsic job attributes
Evidence of service	
Academic transcripts	